

**THE CARL D. PERKINS
VOCATIONAL AND TECHNICAL
EDUCATION
ACT OF 1998
P.L. 105-332**

**Iowa's
STATE PLAN**

**Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319**

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa
50319-0146

State Board of Education

Corine A. Hadley, President, Newton
Sally J. Frudden, Vice President, Charles City
C. W. Callison, Burlington
Gregory A. Forristall, Macedonia
Gregory D. McClain, Cedar Falls
Mary Jean Montgomery, Spencer
Gene E. Vincent, Carroll
Kay Wagner, Bettendorf
John C. White, Iowa City

Administration

Ted Stilwill, Director and Executive Officer
of the State Board of Education
Dwight R. Carlson, Assistant to the Director
Gail Sullivan, Chief of Policy and Planning

Division of Community Colleges and Workforce Preparation

Janice Nahra Friedel, Ph.D., Administrator

Bureau of Technical and Vocational Education

Jerda Garey, Ed.D., Chief
James Fliehler, State Plan Co-Chair
Thomas K. Grimm, Ed.D., State Plan Co-Chair
Mary M. Wiberg, State Plan Co-Chair

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age or marital status in its programs or employment practices. If you have questions or grievances related to this policy please contact Chief, Bureau of Administration and School Improvement Services, Grimes State Office Building, Des Moines, Iowa 50319-0146, (515) 281-5811.

TABLE OF CONTENTS

Introduction	Page 4
Section I Planning, Coordination and Collaboration Prior to Plan Submission.	Page 6
Section II Program Administration	Page 14
Section III Accountability and Evaluation	Page 34
Section IV Special Populations and Other Groups	Page 44
Section V Tech Prep.....	Page 49
Section VI Financial Requirements	Page 55
Section VII EDGAR Certifications	Page 59

LIST OF APPENDICES

Appendix A Public Hearing ICN Meeting Sites.....	Page 60
Public Hearing Minutes	
Summary of Written Comments	
Appendix B Consultation Team Membership	Page 61
Appendix C Iowa Department of Education Table of Organization	Page 62
Appendix D Iowa Career Pathways Model	Page 63
Appendix E Five-Year Local Plan and Consultant Approval Review Form.....	Page 64

IOWA STATE PLAN

for Implementation of the

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

Iowa's Education System

The State Board of Education, established by Iowa Code section 256.1 and appointed by the Governor, has the responsibility in the State of Iowa to establish policy and adopt accreditation rules for the operation of Iowa schools, area education agencies, and community colleges. In this role, it is responsible for 375 K-12 school districts serving nearly 500,000 students, fifteen area education agencies, and fifteen community colleges serving over 50,000 students in credit courses and 460,000 adult and continuing education students in noncredit courses annually.

The Iowa Department of Education is charged with carrying out the overall policy positions of the state by administering the education laws passed by the General Assembly and Congress. Another role of the Department is to provide leadership to local school districts, area education agencies, and community colleges that goes beyond the regulatory function of compliance with state or federal statutes or rules. That leadership is focused on the State Board of Education's stated goal for education in Iowa:

**“To improve the level of learning, achievement and performance
of ALL students so they will become successful members of their
community and the workforce.”**

The state is divided into 15 education regions. In each region, Area Education Agencies (AEA's) provide a basic core of services to K-12 districts, with some variations depending on the needs of the schools and students each serves. Funds for AEA's come from a combination of direct state aid, local property taxes, and various grants. Each AEA has three divisions (Special Education, Media Services, and Educational Services. The board members are elected by and represent local district school boards of education. This system maintains the Iowa philosophy of local control through a structure that closely parallels that of local schools.

Utilizing basically the same boundaries, Iowa has a statewide system of 15 community colleges with 30 campuses. These public, postsecondary, two-year institutions are organized as comprehensive community colleges. Each college serves a multi-county merged area, which may vary in size from four to twelve counties. All Iowans of postsecondary school age are eligible to attend any of the community colleges.

The Division of Community Colleges and Workforce Preparation is responsible for coordinating statewide efforts to fulfill Iowa's 15 community colleges' commitment to access, quality and responsiveness. The division does this through numerous partnerships among the community colleges, high schools, public and private four-year colleges, business and labor. The division is also responsible for adult education programs, coordinates secondary and postsecondary vocational education, and supervises veterans' and military education for postsecondary institutions.

Within the division, the Bureau of Technical and Vocation Education has major responsibility for vocational education in Iowa. Programs and services provided by this bureau include assistance with effective practices, program approval, technical assistance, funding, and vocational student organizations. Program content consultants are included in the following areas: Agricultural Education, Business Education, Family and Consumer Sciences, Health Occupations, Industrial Education, Marketing Education, and Multi-Occupations Co-op. Other multi-discipline issues addressed include applied academics, articulation, cooperative education, entrepreneurship education, gender equity, guidance and counseling, labor market materials, program evaluation, regional planning, School-to-Work, Tech Prep, and special populations. Vocational student organizations such as Business Professionals of America, DECA, FFA, FHA, Health Occupations Students of America, Postsecondary Agriculture Students, Technical Student Association, Vocational Industrial Clubs of America, and Iowa Young Farmer Education Association are included.

Within the Department of Education, linkages are being built between academic and vocational education through the development of a Career Pathway Framework organized around six broad career areas. This will serve as a model or tool for local school improvement and will help ensure that all students have the opportunity to explore careers.

The development of the Perkins III State Plan is a responsibility of the Bureau of Technical and Vocational Education.

Section I

PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION

Internal Planning in Preparation for a New State Plan

During the past year, the Iowa Department of Education actively began an internal planning process specific to the development of a plan for implementation of new federal legislation. In that process, numerous sources of Iowa data were reviewed, including the following:

- Survey of community college teachers and administrators
- Survey of secondary teachers and administrators
- Vocational education enrollment data
- Labor market and economic development information
- Data demonstrating Iowa's progress on performance measures and achievement of goals
- Strategic plans for education and workforce development

Through an analysis of the degree of achievement of Iowa's State Goals for Perkins II and the information previously identified, the following goals were confirmed encompassing both secondary and postsecondary vocational and technical education in Iowa:

1. To provide full and equitable access, including necessary support services, so that all students have equal opportunity to prepare for their chosen occupational area.
2. To develop or improve vocational programs so that students attain competencies necessary for entry and advancement in the workplace and in continued education.
3. To develop and improve linkages between secondary and postsecondary vocational education programs.
4. To increase the responsiveness of local programs to the labor market and employers.
5. To increase the capacity of vocational education programs to place students in jobs or continuing education.

The content of this State Plan reflects Iowa's ongoing commitment to achieve these goals.

Aligning Iowa's Strategic Plans for Education and for Workforce Development

As part of the planning process, the following common themes were identified in the strategic plans developed by the Iowa Department of Education and Iowa Workforce Development:

- Quality of life – life long learning
- Continuous improvement
- Develop Iowa's workforce

- Improve the learning of all students and utilize the talents of all Iowans in the workplace
- Collaboration
- Use of data for improving services and decision making
- Strong community partnerships

Regional Initiatives to Examine the Employment Skills Needed

Iowa's community colleges have a history of responding to the needs of employers. In an effort to better plan for the future, studies have been, and are being conducted in various regions of the state to identify the need for new and replacement skilled workers between now and 2005.

Des Moines Area Community College in partnership with the Des Moines Chamber of Commerce established the Skills 2000 Commission to conduct an assessment of the employment and skills needs of the major employers in central Iowa. In October 1998, they published their findings. They include the following:

- There is a mismatch between the skills profiles desired by companies and the skills that exist in the labor pool.
- Increasing numbers of jobs require postsecondary education, but less than a baccalaureate degree. The core academic, technical and interpersonal skills can be acquired through community college programs.
- The level of technology skills is increasing for all jobs – and will continue to increase. Nearly all require some proficiency in computer technology.
- Workers must have highly developed skills in computing, writing, communication, presentation, and workplace habits such as teamwork and problem-solving.
- In the next six years, 9,751 new workers and 10,942 replacement workers are needed by 26 companies and construction skilled trades groups surveyed in the study.

While the Des Moines study focuses on central Iowa, the largest metropolitan area in the state, the figures identified in this study can be used to identify that employers in other parts of the state have similar needs. Iowa Central Community College, Southeastern Community College, and Kirkwood Community College have completed similar surveys using the same survey model. The results of these studies have significant implications for the delivery of vocational and technical education programs across the state. In addition, they demonstrate the need for both state and federal resources to address the need for skilled workers.

Governor's 21st Century Workforce Council

Governor Thomas Vilsack has recently announced the establishment of the Governor's 21st Century Workforce Council to explore the workplace needs for the entire State of Iowa. The purpose of the Council is to provide a visible response to Iowans' workforce development needs, develop shared understanding of underlying trends, establish clear goals, build support for solutions, and establish an ongoing mechanism for implementation.

The goal in the implementation of the new federal legislation is to build on the strengths of Iowa's vocational and technical programs, implementing strategies at the state and local level that lead to greater student achievement and help address Iowa's workforce development issues. Planning for ongoing implementation of the Carl Perkins Act will be done with attention to the state needs identified by local constituents and the Council.

A. Requirements

A.1. Public Hearings [Sec. 122(a)(3)]

As required by law, the State of Iowa held a public hearing to obtain comments on the Iowa State Plan for Implementation of the Carl D. Perkins Vocational and Technical Act of 1998 on February 16, 1999. The three-hour hearing was held over the Iowa Communications Network System, an interactive audio-visual system available across the State of Iowa. Staff of the Iowa Department of Education, with local assistance, facilitated meetings in the fifteen educational regions of the state at 18 sites. More than 140 individuals attended the hearing. More than twenty individuals gave testimony. A listing of the sites is provided in Appendix A.

Appropriate notice of the hearings, including date, time, and locations of hearing sites, was provided to the public through press releases and email correspondence. In addition, more than 1000 special notices were mailed to organizations, institutions, and individuals with known interest in vocational-technical education. Included in the mailing were teacher preparation institutions.

The purpose of the hearings was to gain input from the public and interested organizations and groups regarding the Perkins Plan. Draft copies of the plan were made available upon request from the Department of Education on the Department's Web Page. Email was utilized to forward the draft to persons who requested the information prior to the hearing.

A.2. Public Hearing Recommendations and State Responses [Sec. 122(a)(3)]

Summaries of the comments from the public hearing and the written correspondence regarding the State Plan are included in Appendix A. Following are the key concerns and the State's response to them. Written correspondence was received from more than 140 individuals. Correspondents included parents, teachers, students, counselors, and administrators.

Accountability

Concern: The proposed accountability measures appear to make the assumption that success can be measured by the number of students completing programs or receiving degrees. Many students enroll on a part time basis and gain employment prior to completion and are also successful. Further, many students enroll in a program, determine that it is not appropriate for them, and enroll in a different program. Such a decision is not a failure.

Response: The federal legislation specifies core indicators. The measures chosen are those most readily available and documentable. We agree that the measures do not encompass all successful vocational education students.

Concern: The measure of academic achievement at the secondary level through use of data on tests was questioned. At issue is the seriousness with which juniors in high school take such tests. Further, the tests do not assess the applied learning gained through vocational education programs.

Response: The intent of the core indicator on academic achievement is to demonstrate that vocational education students are provided the same level of academic rigor as are other students. By comparing the test scores of vocational students to those of the entire student population, the State should be able to demonstrate that all students receive comparable instruction. However, if after reviewing baseline data and receiving information from schools that there continues to be a major concern regarding comparing, a continuous improvement model of improvement for students enrolled in vocational courses may be considered.

Nontraditional Opportunities – Special Populations

Concern: The elimination of the equity reserves supporting programs serving single parents, displaced homemakers, and single pregnant women and programs to eliminate sex bias in vocational education will result in lack of support for many students currently served through vocational education. The emphasis of these programs has been on self-sufficiency and exploring broad career paths. (Many comments were received about this issue.)

Response: The federal legislation allows the local recipient to determine the use of Perkins funds. If agencies wish to continue services currently provided to special populations through equity programs, they may identify the need and include such services in the local plan. The students to be served must be participating in vocational education programs.

The Iowa Commission on the Status of Women has requested an increase in their appropriation for displaced homemaker programs that could help address the loss of federal funds. The continuation of JTPA 8% grants for FY 2000 will make a limited amount of funds available for competitive grants for this population.

Concern: The new legislation requires a core indicator regarding participation and completion of vocational education programs that are nontraditional by gender. Efforts need to be made to provide technical assistance and actual program funding to support nontraditional initiatives.

Response: Between \$60,000 and \$150,000 will be reserved at the state level for assistance in providing services to individuals participating in programs nontraditional for their sex. Local plans are also to address how funds will be used to promote nontraditional programs. Current grant recipients are encouraged to work with their LEA or community college regarding possible continuation of grant activities.

Concern: The Pre-Vocational Training Program for Women at the University of Iowa will no longer be able to access funds under the new Perkins legislation. The efforts to provide hands-on opportunities to women interested in nontraditional occupations need to continue.

Response: It is true that 85% of the Basic Grant to Iowa will go directly to LEAs and community colleges. As the state examines the needs of employers for skilled workers in the 21st century, the issue of support for nontraditional initiatives will be considered.

Promotion and Recruitment for Vocational Education

Concern: More needs to be done to promote quality vocational programs and the opportunities they provide in Iowa, especially since only 20% of new jobs require a four-year degree. This is true in rural areas too.

Response: The Department of Education is represented on the Partners organization that is actively promoting vocational education opportunities. We look forward to working with other groups and the Governor's Office in promoting vocational education.

Funding Distribution

Concern: On the issue of distribution of funds, opinion was divided. Secondary schools were averse to having a reduction in the proportion of funds they would receive. Numerous letters from secondary students were received. Community colleges stated that the portion of funds should be even greater than the amount proposed by the Department of Education. A few individuals expressed approval of the proposed funding distribution.

Response: The Department of Education determined that the 56% for secondary and 44% for postsecondary recommendation would be forwarded to the State Board of Education.

Visionary Approach

Concern: One participant in the public hearing encouraged the State to be visionary and design a vocational education plan that expanded vocational education in the state. He

encouraged the state to seek waivers from federal legislation in order to focus on the state's greatest needs.

Response: The new federal legislation does not provide for a waiver request.

Teacher Shortage

Concern: Like many other states, Iowa is seeing a decrease in the number of individuals prepared to teach vocational education, including family and consumer sciences. An additional concern is that teacher wages are often not competitive with business and industry.

Response: The Department of Education is very aware of the anticipated teacher shortage. In the area of Industrial Technology, efforts are already underway to increase the pool of teachers. Additional efforts will be made in all program areas. At the local level, schools and colleges have the option of using some of their federal funds to support teacher preparation based on local need.

Leadership Funds

Concern: The support provided through state leadership funds for vocational student organizations has been invaluable and should continue.

Response: The new State Plan continues to provide support for the activities of vocational student organizations.

Local Uses of Funds

Concern: Continuation of the capacity for eligible recipients to use federal funds for purchase and updating of equipment is important.

Response: The Local Application provides that eligible recipients may continue to use Basic Grant funds to purchase equipment.

ISOICC

Concern: There will be value in having the activities of the current ISOICC initiative headquartered at the Department of Education. The result should be better collaboration between vocational education programs and the career information system.

Response: The Department of Education is recommending to the Governor that the ISOICC activities be administered and conducted by the Division of Community Colleges and Workforce Preparation in the Department of Education.

Concern: The current ISOICC advisory committee members have expressed an interest in continuing to serve in an advisory capacity to the activities cited under Section 118 of the Perkins legislation.

Response: The Department of Education will give consideration to this concern when a final decision regarding the activities is made.

A.3. Consultation on the State Plan with teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations in the State [Sec. 122(b)(1)]

As a result of analyzing the new federal legislation and related changes, ten work teams were established to study the major components of the Act and make recommendations for development of the State Plan and implementation of the Perkins Act. Membership on these teams included both Department staff and representative of eligible recipients. Where appropriate, staff from other State agencies served as members. These included Iowa Workforce Development, the Iowa Board of Regents, Department of Corrections, Department of Human Rights, and Department of Human Services staff.

A 24-member Consultation Team was appointed by the Director of the Department of Education to provide input during the development of the state plan. Membership on the consultation team represented teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations. A list of the members of the Consultation Team is provided in Appendix B.

At its initial meeting on December 1, the Consultation Team was provided with an overview of the changes in federal legislation and implications for the State of Iowa. In meetings on January 5 and 21, the Consultation Team heard and commented on the recommendations developed by the Work Teams. At their meeting on February 24, the Department of Education discussed with the Consultation Team the draft of the State Plan, the recommendations from the Public Hearing and possible responses as a result of the Public Hearing. Major topics were local plan application, accountability, funding distribution, and the plan for tech prep programs.

Additional less formal strategies were also used to both inform individuals about the plan development and to seek their input. These include discussions with community college presidents, vocational education deans and directors, secondary superintendents and principals, personnel working with equity grants, and other groups and individuals with concern about vocational education.

Consultation with Iowa Workforce Development

As a result of the intended linkage between activities of the federal Workforce Investment Act and those of the Perkins Act, the Iowa Department of Education and Iowa Workforce Development staff and directors have worked together to address common issues. Among the issues the agencies are jointly addressing are core indicators, performance measures, certification of training providers, the role of postsecondary institutions in the Workforce Development Centers (one-stop), and labor market information.

Through the partnership among the Department of Education, the Department of Economic Development and Iowa Workforce Development, the Association of Business and Industry has assisted in a skills identification process that will help connect youth and adult education and training. This partnership will be continued in the future.

The Workforce Development Board has recommended to Governor Vilsack that the State implement the Workforce Investment Act no later than July 1, 2000.

A.4. Effective activities and procedures allowing individuals to participate in State and local decisions relating to development of the State Plan [Sec. 122(b)(2)]

In order to assure that those interested in giving input to development of the State Plan had knowledge of the plan process, an information letter was distributed to more than 800 individuals and organizations on November 20, 1998. Content of the letter included State Plan Development Process and Timelines, a description of the Work Team assignments, and a summary of the major provisions of the Act. The letter also invited individuals to contact the Department of Education if they had interest in serving on a particular Work Team. The website for downloading the new Perkins legislation was also provided.

In establishing the Consultation Team membership, professional organizations, state agencies, and service providers were asked to nominate individuals to serve as members. Presentations were made to several professional organizations in order to provide opportunities for participation in the planning process.

A.5. Agencies responsible for secondary and postsecondary vocational and technical education [Sec. 122(e)(3)]

The Iowa Department of Education is the sole agency with responsibility for adult vocational and technical education, postsecondary vocational and technical education, tech prep education and secondary vocational and technical education. It is also the sole agency with responsibility for supervision of community colleges.

SECTION II

PROGRAM ADMINISTRATION

A. Descriptions

A.1. Submission of a Five-year State Plan [Sec. 122(a)(1)]

The Iowa State Board of Education is the eligible agency for Iowa to prepare and implement a plan for vocational and technical education. A copy of the governance structure for technical and vocational education can be found in Appendix C.

The State of Iowa, in response to the Carl D. Perkins Vocational and Technical Education Act of 1998, submits in this document its five-year plan for implementation of the Act. The State Board will annually review Iowa's implementation of the Act, based on the end-of-year reports from local recipients. If revisions are necessary to the State Plan, the State Plan will be amended and submitted to the Secretary of Education for approval. At the end of FY 2001, a thorough review of all aspects of the plan will be conducted, including an assessment of the State's achievement of the adjusted levels of performance for core indicators. In consultation with the U.S. Department of Education, new levels of performance may be determined.

As the plan is implemented, continued consultation with Iowa Workforce Development will take place. The goal is to achieve a coherent approach to workforce preparation for all Iowa citizens.

A.2. Vocational and Technical education activities designed to meet or exceed the State adjusted levels of performance [Sec. 122(c)(1)]

The Iowa State Plan for Vocational and Technical Education is designed to assist local recipients of Perkins funds to implement activities that result in meeting or exceeding the State adjusted levels of performance for the core indicators. It is also designed to respond to locally identified need in order to improve vocational and technical programs at both the secondary and postsecondary levels.

Identified below are some of the specific activities designed to assist vocational and technical programs to achieve the adjusted levels of performance. Those designated as "State" activities will be supported by State staff. Those designated "Local" are activities local recipients will support with Perkins funds.

Student attainment of established academic and vocational and technical skill proficiencies.

- **State:** Continue revalidation of minimum competencies in each of the vocational program areas, restate in standards and benchmarks format, and integrate standards.
- **Local:** Integrate validated vocational standards into program curricula.
- **Local:** Continue to align and articulate curricula between high schools and community colleges to assist students in successfully transitioning to postsecondary education.
- **State:** Provide assistance to secondary vocational instructors on strategies to assist vocational students to meet or exceed the core indicators established by the state for vocational and technical education, as well as the core measurements adopted by the State Board for academic achievement.
- **State:** Continue to develop strategies to align secondary and community college curricula and strengthen articulation agreements including those with four year institutions.
- **Local:** Strengthen applied academic components of vocational and technical education programs through joint planning and curriculum development.
- **State and Local:** Assist in providing secondary and postsecondary vocational and technical educators with the knowledge and skills they need to teach the academic, workplace, and occupational skills identified for their programs through professional development activities.
- **State and Local:** Continue to involve teachers, parents, special populations representatives, business and labor representatives, and community leaders in analyzing student performance data and creating action plans to improve performance.
- **Local:** Issue school reports on progress to assist in regional planning for improving vocational and technical education.

2. Student attainment of a secondary or postsecondary credential

- **State:** Incorporate vocational and technical activities regarding completion of secondary diploma with School Improvement initiatives.
- **State:** Collect and monitor data.
- **Local:** Promote Tech Prep 2 plus 2 programs to increase completion and transfer to higher education.
- **State:** Assist in promoting broadbased career options.
- **State:** Assist local school districts and community colleges with program curricula.

3. Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment

- **State:** Collaborate with Iowa Workforce Development and Economic Development in promoting to secondary students the value of enrollment in postsecondary programs in occupational training with opportunity in targeted industries.

4. Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment

- **State:** Provide assistance to vocational and technical instructors on strategies to increase nontraditional enrollment and retention.
- **State:** Analyze data and create plans for continuous improvement in gender equity.
- **Local:** Provide appropriate career guidance from the 7th grade onward to ensure that students understand that occupations are open to both genders.
- **Local:** Implement strategies to assist students in non-traditional programs in addressing barriers to their success.

A.3. Secondary and Postsecondary Vocational and Technical Programs to Be Carried Out with Perkins III assistance [Sec. 122(c)(1)(A)]

The purpose of the Iowa's vocational and technical education system is to provide all Iowans with access to articulated secondary/postsecondary vocational and technical education programs that provide the technical knowledge and skills necessary for success in Iowa's workforce.

Through Iowa's Vocational Standards Act, each secondary school is required to offer and teach a minimum of three sequential units in at least one occupational cluster from at least four of the six service areas. The service areas in vocational education are Agricultural Education, Business/Office Education, Health Occupations Education, Family and Consumer Sciences Education, Industrial Education, Marketing Education. Instruction must be competency-based, articulated with postsecondary programs of study, must reinforce basic academic skills, and must include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups.

The citizens of the State of Iowa place a high value on education and on a well-prepared workforce. As a state that had the lowest unemployment rate in recorded history in 1998, Iowa is also concerned that every citizen has opportunities for workplace education because every Iowan is needed as a productive member of the workforce. Concurrent with the passage of the Perkins Act and the Workforce Investment Act, studies have been and are being conducted to identify the skill needs of employers in Iowa. The goal is to better target vocational and technical education and training programs to respond to industry needs in Iowa.

During the five years of Iowa's State Plan for Vocational and Technical Education, the State of Iowa will be further examining workplace needs and defining strategies to address them

the needs. As state initiatives are adopted, Iowa's vocational and technical education programs will be partners in positive change.

Elements that Contribute to the Quality of Vocational and Technical Education in Iowa

Briefly identified below are some of the factors that contribute to the quality of vocational and technical education programs in Iowa.

- **Secondary Vocational Education Accreditation Standards** require that local school districts provide a minimum of three sequential units in at least four of the following six vocational service areas:

*agriculture

*family and consumer sciences or occupations

*marketing education

*business or office occupations

*industrial technology

*health occupations

Instruction must be competency-based, articulated with postsecondary programs of study, and include field, laboratory, or on-the-job training. Program improvement teams revalidate competencies regularly.

Instruction must also address:

- new and emerging technologies
 - job-seeking, job-keeping, and other employment skills
 - job adaptability
 - other employment, self-employment and entrepreneurial skills that reflect current industry standards and labor-market needs
 - reinforcement of basic academic skills
- **Advisory Councils** are required for all schools or colleges receiving state or federal funds for vocational education with required members representing business, agriculture, industry, and labor. Recommended membership also includes parents, students, representation of individuals with disabilities, and gender balance. The purpose of the committees is to provide input into local programs to insure meeting business and industry standards.
 - **Career Education** is a required element of vocational and technical programs and is to address:
 - Awareness of self in relation to others and the needs of society
 - Exploration of employment opportunities and experience in personal decision making
 - Experiences that will help students integrate work values and work skills into their lives

- **Multi-Cultural Non-Sexist** concepts are required by State law to be infused in all K-12 curricula. Local districts must demonstrate compliance with federal non-discrimination laws and state law regarding MCNS and have a Multi-cultural Nonsexist Plan and advisory committee. Vocational and technical education is to be included in the local plan.
- **School-To-Work** grants in Iowa (over \$10 million in grants to local schools) have provided an emphasis on integrating school-based learning and work-based learning, providing students with strong experience in, and understanding of, all aspects of the industry, and increasing awareness regarding the need for employability and career development.
- **School Improvement Model** During the past three years, the State of Iowa has developed a School Improvement Model designed to assist local districts in their efforts to improve student achievement. With input from the local level, examples of standards and benchmarks have been developed for use and adaptation at the local level for school curricula development. In order to have consistency, Iowa's vocational competencies are in the process of revalidation, with standards and benchmarks identified.
- **Career Pathways** Through the combined efforts of Iowa's Tech Prep and School-to-Work initiatives, many areas of the state are actively engaged in establishing Career Pathways for secondary students. Business and industry in Iowa have helped identify the employability skills needed for success in the workplace. A career pathway framework is a broad field of study that prepares a student for a first job and that
 1. Integrates academic and occupational learning, integrates school-based and work-based learning, and establishes linkages between secondary schools and postsecondary institutions
 2. Prepares the student for employment in a broad occupational cluster or industry sector
 3. Typically includes at least two years of secondary education and at least one or two years of postsecondary education
 4. Provides the student, to the extent practicable, with strong experience in and understanding of all aspects of the industry the student is planning to enter
 5. Results in the awarding of a high school diploma or its equivalent, a certificate or diploma recognizing successful completion of one or two years of postsecondary education, as appropriate
 6. May lead to further education and training, such as entry into a registered apprenticeship program or to admission to a two or four year college or university.
 The Iowa Framework identifying a model of pathways is presented in Appendix D.
- **School to Career Programs** 1998 State Legislation established School to Careers programs as an option, upon approval of the State Board of Education or the U.S. Department of Labor's Bureau of Apprenticeship and Training, in collaboration with the Iowa Department of Economic Development. Program features include paid summer

internships, tax refunds for employers, postsecondary education accounts for students. Students must work two years for the employer who provides the summer internships

- **Community College Vocational Program Curricula** is determined by college boards of trustees. They must be competency-based, provide any minimum competencies required by the department of education, comply with any applicable requirements in Iowa law related to vocational education, and must be articulated with local school district vocational education programs.

A.3. (continued) Programs That Will Be Carried Out By The Eligible Agency To Develop, Improve, And Expand Access To Quality, State-Of-The-Art Technology In Vocational And Technical Education Programs

As was identified in the Des Moines Area Skills 2000 Study referenced earlier in the State Plan, employers need employees with increasingly high levels of expertise in technology. Following are strategies to be implemented by the State and by local recipients to develop, improve and expand access to quality, state-of-the-art technology in vocational and technical education programs. Activities to support such technology include the following:

- Professional development activities will include a focus on technology.
- The Iowa Communications Network (Iowa's inter-active video system) will increasingly be utilized to engage schools and community colleges around issues of technology.
- The STAR Schools initiative in Iowa – a distance learning project being piloted in Iowa - will be an active partner with the State in promoting new technology.
- A minimum of ten percent of the Tech Prep allocations to consortia will be used for new technical program development.
- A technology appropriation (through FY 2002) from the State of Iowa will assist community college vocational and technical programs to obtain state-of-the-art technology.
- Making Connections, an Internet database designed to link students and educators with work-based learning opportunities offered by employers in their area, will help provide classroom speakers, business tours, mentors, jobs shadowing, and work experiences.

A.4. Criteria for approving Local Applications [Sec. 122(c)(1)(B)]

Review Process

The assigned consultant will review each application received using a checklist that provides an evaluation of each component of the local plan. The criteria relates to the appropriateness of the response to the required local plan component. Each item will be identified as "in compliance" or "not in compliance." Those items identified as "not in compliance" must be resolved between the assigned consultant and the eligible recipient submitting the application, prior to the local plan receiving approval. A copy of the Local Application and the Consultant Approval Review work sheet may be found in Appendix E.

List of Criteria

- Identification of fiscal agent
- Identification of contact person
- Accuracy of allocation figures
- Completion of system description with workable plans
- Inclusion of a consortium-wide activity (for consortia only)
- Complete description of selected programs to be assisted
- Sign-off by instructor
- Completed action plan, including major activities, projected dates for completion of each activity, and the projected budget
- Submission of the Local Plan Budget Form
- Assurances/Agreements signed by all participating partners
- Sign-off by the Consortium fiscal agent (consortia only)

A.5. How Programs prepare vocational and technical education students for opportunities in postsecondary education or entry into high skill high wage jobs [Sec. 122(c)(1)(C)]

Increasingly in Iowa, vocational and technical education programs are incorporating industry standards into the curriculum at both the secondary and postsecondary levels. The program evaluation process is also designed to assist in upgrading vocational and technical education programs. In addition, the new and emerging occupations are requiring higher skills and, in return, offering higher wages.

As noted earlier, one of the measures of success in Iowa's secondary system is the placement of students in postsecondary education. Vocational and technical education programs in Iowa's high schools are demonstrating success in placing students in postsecondary education. As vocational and technical education programs are aligned more closely with the needs of business and industry, it is anticipated that there will be even greater placement into high skill, high wage jobs and increasing numbers of incumbent workers will seek post-employment training updates.

Occupation and Employment Information [Section 118]

It is recommended that the Department of Education be designated as the fiscal agent for the activities conducted under Section 118 of the Perkins Act. In addition, it is recommended that the Division of Community Colleges and Workforce Preparation be designated as the entity to meet compliance with the section. One result of such action would be increased linkage between the services provided under section 118 and the work of program consultants in the Bureau of Technical and Vocational Education. The activities required under Section 118 include the following:

- Provide support for career guidance and academic counseling programs designed to promote improved career and educational decision-making by individuals, especially in the area of career information delivery and use.
- Make information and planning resources available to students, parents, teachers, and administrators that relates educational preparation to career goals.
- Provide information to assist students and parents with career exploration, educational opportunities, and educational financing.
- Improve coordination and communication to ensure non-duplication of efforts and shared information.
- Provide a means for customers to provide comments and feedback on products and services to better meet customer requirements.

Testimony at the public hearing supported the delivery of these services through the Department of Education. Incorporation of the activities currently provided through the Iowa State Occupational Information Coordinating Council will enhance the delivery of services to Iowa's local school districts and community colleges.

The coordination and communications functions to assure non-duplication of efforts and shared information at the local and state levels will enhance the connections with the initiatives under the Workforce Investment Act. These efforts will also be continued through the linkages established through the NOICC Crosswalk and Data Center resources with public and private entities nationally and internationally.

A.6. How funds will be used to Improve or Develop New Vocational and Technical Education Courses [Sec. 122(c)(1)(D)]

The local application guidelines will provide information regarding use of funds to improve or develop new vocational and technical education courses. Eligible recipients may choose to use funds to improve or develop new vocational and technical education courses if their local plan identifies and documents that this is a major need. Perkins funds may be used to develop the curriculum, purchase the required equipment, and develop appropriate promotional materials. They may also be used to provide professional development for instructors, guidance staff and administrative personnel who assist students in selecting an appropriate area of instruction.

Because the majority of Iowa secondary schools are members of consortia, consortia will be encouraged to develop new courses to expand or establish new programs as a consortia-wide initiative as a mutually beneficial activity. Technical assistance may also be provided at the state level for the development of new programs.

A.7. Comprehensive Professional Development [Sec.122(c)(2)]

Iowa's delivery of professional development activities for vocational and technical teachers, as well as academic teachers and guidance and administrative personnel, will be a multi-pronged approach. State, regional and local levels will all be involved in delivering professional development activities.

State Level

The proposed system for delivering professional development at the state level is based on the professional development model developed for agricultural education over the past three years. Support for the development of the model came from Perkins State Leadership funds, participant registrations, and the support of business and industry. The Bureau of Technical and Vocational Education will expand the model to each of the remaining five vocational service areas dependent upon available resources.

Program Improvement Teams

As referenced earlier, Program Improvement Teams, responsive to Iowa's major economic sectors, have been established in each of the six vocational education service areas to assist the state in identifying minimum competencies and content of core curricula. The work of the teams will include identifying the professional development needs of the Iowa vocational education system.

Membership on the Program Improvement Teams will include:

- vocational and technical educational teachers (secondary and postsecondary)
- administrators (secondary and postsecondary)
- Representatives of Area Education Agencies
- Representatives of teacher education institutions
- Workplace managers
- Front line workers
- Organized labor
- Business owners/entrepreneurs
- Guidance counselors/student services personnel
- Individuals with expertise in serving special populations
- Individuals involved with school-to-work implementation and school improvement

Additional teams will be established to address the issues of guidance and counseling, gender equity and special populations, and administration.

The various teams will assist in the following activities:

- Assess professional development needs

- Plan for the delivery of professional development services utilizing multiple strategies (i.e. Iowa Communication Network – an interactive video system, face-to-face conferences and workshops, worksite internship experiences, etc).
- Implement the delivery of professional development services
- Evaluate professional development service delivery, with the goal of continuous improvement of services
- Establish partnerships with agencies, business/industry, and labor.

Professional development activities will focus on:

- improving the academic and technical skills of vocational and technical education students
- ensuring that vocational and technical education students are taught to the same challenging academic proficiencies as are taught to other students
- developing, improving, or expanding the use of technology in vocational and technical education
- using proven and evolving instructional strategies
- staying current with the needs, expectations, and methods of business and all aspects of an industry
- using contextual and applied curricula and instruction
- ensuring appropriate instruction and services for special populations that assist them in meeting the state adjusted levels of performance
- designing appropriate instruction and services that result in the enrollment and completion of programs that are nontraditional for the gender of the student
- improving parental and community involvement, including use of active advisory committees
- implementing tech prep programs
- using vocational student organizations as an effective instructional strategy
- providing information on related employment opportunities
- improving services that assist students gain appropriate employment

Teacher Preparation

Iowa has great concern regarding the potential shortage of vocational education teachers. Teacher preparation will be one of the issues the program improvement teams will address. Examples of possible activities regarding teacher preparation include the work currently occurring in Iowa regarding the shortage of industrial technology teachers.

- A committee was established to identify short-range and long-range strategies to alleviate the shortage of industrial technology instructors. Based on the results of a survey of the potential shortage, state legislation was introduced that established the Industrial Technology Forgivable Loan Program, administered by the College Aid Commission. Through the program, \$70,000 per year is reserved as a forgivable loan for

students enrolling in industrial technology teacher preparation programs in Iowa. Extensive publicity has been given to the program

- The University of Northern Iowa has also developed a 28 credit hour Industrial Technology Summer Endorsement Program. Teachers with degrees in other areas can receive conditional certification and be allowed to teach in the classroom as long as they continue to work on the endorsement. A partnership between Northeast Iowa Community College and the Upper Iowa University has resulted in a 2 + 2 program. Students can earn an associate in science degree from NICC and a bachelor of science degree in industrial technology, with an endorsement to teach 7-12 industrial technology, from Upper Iowa. A similar program has been established as a partnership between North Iowa Area Community College and the University of Northern Iowa.

In the future, Iowa's proposed professional development system will contribute to other such initiatives to increase vocational and technical teachers in Iowa.

Professional Development System Management

The comprehensive professional development system will be managed by the Bureau of Technical and Vocational Education, Division of Community Colleges and Workforce Preparation, at the Iowa Department of Education. Services will be provided by Bureau staff, as well as by presenters with appropriate credentials necessary for quality delivery and professional recognition (for example, re-licensure or graduate credit).

Regional and Local Staff Development

Because most of Iowa's eligible recipients will continue to be members of consortia, significant professional development occurs at a more regional level. In addition, because the Tech Prep allocations are awarded to each of the fifteen areas of the state, regular staff development activities are delivered at the regional level. Both the applications for local funds and for Tech Prep funds require that professional development be addressed in the use of funds. As the state coordinated professional development system is established, opportunities to link with the local and regional partners to provide the most cost effective and quality professional development activities will be a goal. A continual effort will be made to establish and build linkages with business and industry.

Professional Development for State Staff

In order to implement the new federal legislation effectively and provide necessary technical assistance to Iowa's schools and colleges, additional professional development activities will be designed for state staff. Issues that will be addressed include:

- core indicators and measurement of them
- technology updates

- linkage between vocational and technical education and the new state legislation on core indicators
- financial and audit related requirements
- services to special populations
- promotion of nontraditional occupations and gender equity

In addition, to provide staff with hands-on experience regarding changes in the workplace, opportunities will be identified for staff to visit or shadow within a variety of business and industry.

A.8. Involvement of Constituents in Planning, Implementation and Evaluation of Vocational and Technical Education Programs [Sec. 122(c)(3)]

As a requirement for State Board approval of vocational and technical education programs, input must be sought from the local level regarding the labor market, the need for new programs, and the likelihood of students enrolling in a new program. All postsecondary vocational and technical programs must be State Board approved.

At both the secondary and postsecondary levels recipients of Perkins funds are required to meet with Advisory Committees or Councils to gain their input into the delivery of vocational education at the local level. In an effort to strengthen the committees, professional development activities will include strategies to effectively use such committees.

As K-12 districts become more engaged in the School Improvement initiative, significant input from parents, teachers, local businesses, and labor are being sought to examine the overall curricula of the schools. Vocational education is part of the school improvement initiative and local districts have the opportunity to access significant input. The School-to-Work initiative in Iowa has also required the establishment of partnerships that included business, labor, parents, students, and educators. Because vocational and technical education staff has worked closely with the initiative, input regarding vocational education has also been provided.

As the Department of Education partners with Iowa Workforce Development in implementation of the youth provisions of the Workforce Investment Act, additional input will be sought from Youth Councils established at the regional level.

Through the professional development system and through technical assistance from Department of Education consultants, the State will also provide assistance to help local advisory committees in their efforts to enhance and improve local vocational and technical education programs.

A.9. Improvement of academic and technical skills of vocational and technical education students [Sec. 122(c)(5)(A)]

Local funds will be used to address the issues of integration of academic and vocational education and increasing student understanding of all aspects of an industry. In addition, as the state professional development system identifies specific issues such as these that call for statewide training, appropriate professional development activities will be designed.

Because of the core indicators and benchmarks established for Iowa as part of the School Improvement initiative, efforts will be made in all districts to increase academic gain. Vocational students will be included in this effort. At the postsecondary level, colleges are continuing in their efforts to measure student academic gain and to improve student retention and goal completion. Efforts are continuing on articulation of community college students into four-year programs.

A.10 Ensuring Challenging Academic Proficiencies for Students Participating in Vocational and Technical Education Programs[Sec. 122(c)(5)(B)]

Each eligible recipient is asked to ensure that vocational and technical education students are taught to the same challenging academic proficiencies as are taught to other students. A statement to this effect is included in the Assurances/Agreement Section of the Local Plan that each eligible recipient must sign.

In addition each program receiving Perkins assistance will be required to report its status relative to the performance measures and standard which are a measure of this issue. The Perkins performance measure for the core indicator on secondary academic skills uses the state level database that reports the academic achievement of all 11th grade students in reading and math. As a result, if a deficiency is noted, data will be accessible for use at the local level to assure that additional emphasis can be placed on academic skills within vocational and technical education programs.

A.11 Provision of Technical Assistance to Eligible Recipients [Sec. 122(c)(14)]

The Bureau of Technical and Vocational Education of the Iowa Department of Education has the responsibility for providing technical assistance to recipients of federal funds for vocational and technical education. Under the supervision of the State Board and the Director of the Department of Education, it will administer the Perkins grant, monitor its requirements, assist in policy development and leadership and provide technical assistance to carry out the intents of the law.

As noted earlier, Iowa is divided into fifteen educational regions. In administering the Perkins Act, Bureau staff are assigned to specific regions and, in most cases, work with all secondary recipients and with the community college in the region. As a result, consultants have the opportunity to provide technical assistance regarding articulation between secondary and postsecondary vocational and technical programs and carry out strategies to

more effectively assist members of special populations to meet the state adjusted levels of performance, etc. They are also able to assist in identifying professional development needs the region may have and make recommendations to the local, regional and state levels regarding professional development needs.

In the provision of technical assistance under the new Perkins Act, the Bureau of Technical and Vocational Education will work with other bureaus and divisions within the Department of Education to:

- assist local districts in aligning vocational education with the state core indicators under the school improvement initiative.
- assist local recipients in implementing and reporting on the requirements of the Act
- implement an up-to-date management information system to assure accurate data support school improvement activities as linked to vocational and technical education
- integrate vocational and academic education

The Bureau of Technical and Vocational Education will work with the Bureau of Community Colleges, the K-12 districts and the community colleges to:

- promote Tech Prep program development at both the secondary and postsecondary levels
- continue strong articulation efforts between secondary and postsecondary education to assure postsecondary placement for vocational and technical education students
- identify needs for postsecondary programming, including delivery of services to the secondary level
- integrate skill standards into vocational and technical education programs
- provide for a proactive, systematic program of professional development for professionals serving vocational and technical education students.

The Division of Community Colleges and Workforce Preparation will work with Iowa Workforce Development to:

- identify common core indicators applicable to both the Perkins and Workforce Investment Acts
- identify criteria to evaluate program placement success, as required under the Workforce Investment Act
- identify areas of economic development that relate to the development of new vocational and technical education programs.

A.12 Relationship of Vocational and Technical Education to State and Regional Occupational Opportunities [Sec. 122(c)(15)]

Because of the rapid changes occurring in the workplace, including the emergence of new occupational opportunities on a regular basis, the State of Iowa is placing increased emphasis on assuring that vocational and technical education relates to such opportunities. The studies cited earlier regarding employer needs and the establishment of Governor's 21st Century Workforce Council are indicative of this. Continual examination of emerging careers will be a focus of program improvement teams.

While efforts at the state and regional levels will continue to examine occupational needs, other available data will also be used to identify State and regional occupational opportunities. An example of such data is the Occupational Employment Statistics (OES) programs that provides occupational and wage estimates for wage and salary workers for all states. The OES Survey is comprised of an annual mail sample of non-farm establishments covering all industries with employment estimates currently developed for over 750 occupations. In Iowa, approximately 7,000 establishments are surveyed annually with a response rate of 75% required.

The use of data collected through the OES survey has many uses in education planning. One potential use is the determination of funding allocation for vocational-technical programs based on projected occupational demands. The data identifies where training programs are needed to reflect future skill requirements and allows students/job seekers to make informed career choices.

A greater emphasis is being placed on the role of occupational information since both the national and statewide labor forces will be undergoing significant change. Iowa's future labor force will be older, more diverse, and the number of available new workers will decrease. Accurate and timely labor market information is essential as the use of technology expands in the workplace, workers will be required to obtain more education and skills. These ongoing changes are expected to result in a growing mismatch of skills and an increasing incidence of labor shortages, as noted in studies already conducted in Iowa.

Between 1996-2005, Iowa's economy is expected to generate close to 55,000 job openings annually. Almost 29 percent of the new jobs will occur in the professional, paraprofessional, and technical occupations category. The occupational projections also indicate the individual occupations where job growth will be the fastest. The occupations that reflect the fastest growth rate over the period are computer engineers, precision woodworkers, computer systems analysts, home health aides, data processing equipment repairers, human service workers, computer support specialists, personal and home care aides, office machine repairers, and special education teachers.

The following table compares Iowa's Labor Demand projections with vocational education secondary and postsecondary vocational programs in the major occupational service areas.

Iowa Labor Demand Projections Compared to Secondary and Postsecondary Vocational – Technical Programs

Occupations ¹	Employment			Vocational-Technical Programs ²		
	1996	2005	Total Growth	Sec	Psec	Total
Executives & Managers	119,935	136,575	16,640	1	70	71
Professional, Paraprofessional & Technical	287,430	337,555	50,125	140	283	423
Marketing & Sales	180,690	205,460	24,770	49	40	89
Administrative Support Occupations, Clerical	258,515	269,015	10,500	237	76	313
Service Occupations	245,570	276,795	31,225	314	79	393
Agriculture, Forestry, Fishing	108,960	104,100	³ -4,860	265	20	285
Precision Production, Craft & Repair	168,660	187,995	19,335	159	153	312
Operators, Fabricators, & Laborers	247,915	273,745	25,830	55	33	88
Total	1,617,675	1,791,240	173,565	1,220	754	1,974

¹The source of data for the occupational projections is the Occupational Employment Statistics.

²The source of data for the vocational-technical programs was reported in the Department of Education's 1998 Postsecondary Program Master and the 1998 State and Federal Reimbursement files for school districts.

³The OES projection does not reflect the myriad of opportunities in Agribusiness, since most of those occupations are listed under other categories. The Iowa Farm Bureau Federation in a publicized table by the County Business Patterns 1995 Iowa lists the impact of Iowa's agriculture upon directly related industries. The table indicates there are 236,052 employees in the related agriculture occupations in food processing, food distribution, trade, and manufacturing. In addition, there are professional agriculture occupations, such as agriculture teacher, agriculture extension specialist, veterinarian, farm manager, farm loan officer, and other professionals in agri-business, not listed above and not included in the data.

Occupational projections for entrepreneurial occupations are provided by Iowa Occupational Projections by the Iowa Workforce Development office. The survey found 129,267 self-employed and unpaid family workers in 1996 and a projection of 142,099 in 2005. This is an increase of 12,832 employees in these occupations over the next ten years.

A.13 Methods for Joint Planning and Coordination with Other Federal Education Programs [Sec. 122(c)(16)]

The Department of Education currently submits a Consolidated Plan for Section 14302 of the Elementary and Secondary Education Act as authorized by Title I of the Improving American's Schools Act (IASA). While the plan does not include the Carl Perkins Act providing funds for technical and vocational education, the development of the plan included participation of the Bureau of Technical and Vocational Education. Part of the planning process included identifying the purposes of each piece of federal education legislation, developing a matrix showing the common areas of emphasis, and identifying how funds could be used to support common goals.

In the development of the State Plan for Perkins III, staff members working with other federal education programs provided input. These include special education, homeless education, and School-to-Work. Where ever possible, the State Plan and local plans will address the needs of students served under the various federal education programs.

Current joint planning and coordination between federal vocational and technical education, school-to-work, and programs funded under IASA occurs regularly. The Department of Education has administrative responsibility for Iowa's School-to-Work grant.

A.14 Linkage between Secondary and Postsecondary Education [Sec. 122(c)(19)]

Throughout implementation of the Carl D. Perkins Act of 1990, the State of Iowa has placed heavy emphasis on the linkage between secondary and postsecondary education. In addition, state legislation on vocational education passed in 1989 required articulation for vocational and technical education programs. The Tech Prep consortia in Iowa have also played a major role in promoting and implementing linkage between secondary and postsecondary education.

One of the goals of Perkins II, for both secondary and postsecondary education, was to increase linkage between the respective levels. In reviewing the data regarding linkage efforts, it is clear that effective linkage varies from area to area. In some areas, all planning for vocational and technical education program development involves both secondary schools and the community college. In some areas, articulation agreements have been developed, but little joint programming has occurred. In still other areas, minimal linkage occurs.

With regard to actual program delivery, in some areas of the state the community colleges deliver the actual secondary vocational programs through a jointly administered process. This serves to meet the needs of many communities with limited resources.

The continued focus on linkage in the new Perkins Act is welcome. A major focus of the Tech Prep initiative will be the implementation of 2 + 2 programs that are planned, designed and delivered through strong linkage between secondary schools and the community colleges. In addition, the goal will be to tie these to occupational areas with excellent occupational opportunities and good wages. These linkages are consistent with the language of the state legislation “Certified School to Career” program.

Under separate state legislation, Iowa has identified four core indicators to be used in assessing the success of Iowa’s K-12 education system. One of these is “pursuit of postsecondary education or training.” (The others are student proficiency in reading and math in grades 4, 8, and 11; student proficiency in science in grades 8 and 11; and the dropout rate in grades 7 –12.) Thus, the emphasis on linkage between secondary and postsecondary education is valued in Iowa for ALL students as a measure of the effectiveness of our education system. The vocational and technical education programs may be best positioned to increase the numbers of students who choose to attend a postsecondary school.

A.15 Addressing the Equity Provisions in General Education Provisions Act [20 U.S.C.1228a]

The Iowa Department of Education’s mission statement is the guiding principle for all activities provided by the Iowa Department of Education staff members. It is the basic premise upon which the state proposed to ensure equitable access to, and participation in, state-level activities for students, teachers, and other beneficiaries with special needs. It state that:

Our mission is to champion excellence in education through superior leadership and service. We are committed to ensuring that all Iowans have access to a network of services that allows them to realize their potential. Through education, we strive to build a quality of life that sets the standard for the nation.

To support this mission, the following activities, among others, will be used to assure equitable participation in state-level activities:

- The Department will continue the provision of technical assistance to both external and internal clients through the services of department staff with equity expertise and assignments.
- The Department will continually update and collect assurance forms that list all items recipients must agree to and observe when accepting and using federal program funds, including Section 427 of the General Education Provisions Act.
- During equity reviews and onsite visits, Iowa Department of Education staff will verify the equitable activities of the school districts, area education agencies, and community colleges.

- In any competitive grant activity, individuals of diverse backgrounds will be provided opportunity to apply for grants and to serve on review teams in an effort to assure equitable participation.
- All conferences will provide opportunities, training, materials, and networking for a diverse state population.
- The state accreditation processes will continue to be a major force in supporting equitable opportunities for students and teachers.
- State-level commissions, advisory committees, ad hoc committees, task forces, or other groups will have membership that is representative of the diverse populations and groups in the state.

As required in Section 427 of the General Education Provisions Act, the Department will address the six barriers of sex, race, national origin, religion, disability, or age through input from representatives of these groups. This will be done in state level development for local education agencies of models, guidelines, staff development activities, and all other state activities. We will thereby assure appropriate access of information and programs to all interested participants.

A.16 Procedures in Place for Memoranda of Understanding between Postsecondary Institutions and Workforce Development Centers[Sec. 122(c)(21)]

The community colleges in Iowa have a long history of collaboration with local workforce development initiatives. Under the Job Training Partnership Act, nine of the fifteen community colleges served as the administrative entity for JTPA. As Workforce Development Centers have been and are being established in Iowa, community colleges are and will be active participants.

At this time, the implementation plan for the Workforce Investment Act is not complete. While additional procedures may be set in place regarding the required memoranda of understanding between partners in local one-stop centers, to a great extent the actual content of the agreements will be determined at the local level, based on local need.

A.17 Coordination of Nonduplication Among Programs providing Education and Training for Employment (Workforce Investment Act) [Sec. 122(c)(21)]

The State of Iowa has a long history of collaboration among state agencies regarding workforce development issues. This dates back to 1987 when Governor Terry Branstad established a Welfare Reform Council for the purposes of eliminating unnecessary duplication of services in the employment and training programs serving welfare recipients. Ultimately this initiative expanded to identify how all workforce development and related programs could best be coordinated.

While plans for the implementation in Iowa of the Workforce Investment Act are not yet complete, the Departments of Education and Iowa Workforce Development will collaborate to assure that unnecessary duplication of services does not occur.

Section III

ACCOUNTABILITY AND EVALUATION

A. Requirements

A.1. Involvement of eligible recipients in establishing performance measures [Sec. 113(b)(1)]

To assist in the development of state performance measures for core indicators, an Accountability Work Team was established. Membership on the team included:

- consultants from the Department of Education who had expertise in assessment, data collection, and administration
- the Division administrator for elementary and secondary education who is responsible for the establishment of performance indicators for the school improvement process
- a local education agency superintendent
- the fiscal agent for a Carl Perkins consortium
- an Area Education Agency consultant
- a community college associate dean
- a former community college associate dean for vocational and technical education
- a representative from Iowa Workforce Development with responsibility for establishing performance measures for the Workforce Investment Act Plan.

The Accountability Work Team developed recommendations for the performance measures. Bureau of Technical and Vocational Education staff reviewed the measures prior to the Public Hearing. In the process of developing the recommendations, additional input was obtained from community college vocational deans and directors, the community college academic deans, and secondary school personnel.

The recommendations for the measures of core indicators were determined in the context of utilizing data already collected, to the greatest extent possible. Development strategies included:

- utilizing existing data collection systems wherever possible
- coordinating performance measures with school improvement initiatives
- coordinating development of performance levels required for eligible recipients in other legislative initiatives
- establishing base line data prior to establishing the performance level.

A.2. A description of the core indicators and the State level of performance for each of them during the first two years of the plan [Sec. 113(b)(2)(A)(i-iv)]

Perkins III Required Core Indicator 1: “Student attainment of challenging State established academic, and vocational and technical, skill proficiencies.” [Sec. 113(b)(2)(A)(i)]

SECONDARY ACADEMIC PROFICIENCY

Indicator: Percentage of eleventh-grade education students who have been or are enrolled in two or more vocational units (two years) in one vocational program and courses achieving proficiency or higher on math and reading skills assessments.

Level of Performance: The percentages of eleventh grade students who have been or are enrolled in two or more vocational units (two years) in one vocational program and achieving proficient or higher reading and mathematics statuses will not be less than the average specific statewide percentages of all students for the previous two years or will be greater than the average statewide percentages for the same students in reading and math for the previous two years.

The secondary academic proficiency core indicator can be completely implemented by year three of Perkins III. A time-line for implementing the academic proficiency core indicator follows:

Year one: The average statewide percentages for all students for math and reading will be compared to the current math and reading statewide percentages for students who have been or are enrolled in two or more vocational education courses to determine the appropriateness of the level of performance comparison process.

Year two: The average statewide percentages for all students for math and reading will be compared to the current math and reading statewide percentages for vocational students who are or have been enrolled in two or more vocational education courses to again determine the appropriateness of the level of performance comparison process.

Year three: One of the following performance level options will be implemented:

1. The average statewide percentages for proficiency in math and reading for all students will be compared to the current statewide percentages for proficiency in math and reading for students who have been or are enrolled in two or more vocational education units.
2. The average statewide percentages for proficiency in math and reading for students enrolled in vocational courses based on actual percentages

for the previous two years will be compared to the current statewide percentages for students enrolled in vocational courses.

POSTSECONDARY ACADEMIC PROFICIENCY

Indicator: The percentage of postsecondary program completers receiving a degree, diploma, or certificate.

Level of Performance: The percentage of program completers receiving a degree, diploma, or certificate will be greater than the average statewide percentage of the previous two years.

The postsecondary academic proficiency core indicator can be implemented in year one of Perkins III.

SECONDARY OCCUPATIONAL PROFICIENCY

Indicator: The percentage of secondary vocational program completers who attain 90 percent or more of the occupational competencies determined to be critical for employment.

Level of Performance: The percentage of vocational program completers who attain 90 or higher percent of the occupational competencies determined to be critical for employment will be greater than the average percentage for the previous two years.

The secondary occupational proficiency core indicator will be completely implemented by year three of Perkins III. A time-line for different methods of calculating the average statewide percentage follows:

Year one: The average statewide percentage for the previous two years will be calculated from the average of the percentages of vocational program completers attaining the 90 percent or higher criterion each previous year.

Year two: The average average statewide percentage for the previous two years will be calculated from the average of the percentages of vocational program completers attaining the 90 or higher percent criterion two years previous and the statewide average for year-one of Perkins III.

Year three: The average statewide percentage for the previous two years will be calculated from the average of the statewide percentages from year-one and –two of Perkins III. This method of calculating the average statewide percentage is consistent with the level of performance description.

POSTSECONDARY OCCUPATIONAL PROFICIENCY

Indicator: Percentage of postsecondary vocational program completers who attain 90 or higher percent of the occupational competencies determined to be critical for employment.

Level of Performance: The percentage of postsecondary vocational program completers who attain 90 or higher percent of the occupational competencies determined to be critical for employment will be greater than the average percentage for the previous two years.

Perkins III Required Core Indicator 2: “Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.” [Sec. 113(b)(2)(A)(ii)]

SECONDARY SCHOOL DIPLOMA OR ITS RECOGNIZED EQUIVALENT

Indicator: Percentage of secondary students who were enrolled in two or more vocational units (two years) in one vocational program and attaining a secondary school diploma or its recognized equivalent.

Level of Performance: The percentage of secondary students who were enrolled in two or more vocational units (two years) in one vocational program attaining a secondary diploma or its recognized equivalent will not be less than the statewide percentage for all secondary school completers for the same school year.

The attainment of a secondary school diploma or its recognized equivalent core indicator can be implemented year one of Perkins III.

POSTSECONDARY DEGREES, DIPLOMA, OR CERTIFICATE

Indicator: Percentage of postsecondary program completers receiving a degree, diploma, or certificate.

Level of Performance: The percentage of postsecondary program completers receiving a degree, diploma, or certificate will be greater than the average percentage of the previous two years.

The attainment of a postsecondary degree, diploma, or certificate core indicator can be implemented year one of Perkins III.

Perkins III Required Core Indicator 3: “Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.” [Sec. 113(b)(2)(A)(iii)]

SECONDARY PLACEMENT

Indicator: Percentage of secondary vocational program completers who intend to be placed in continuing education, employment, and/or military service after graduation/completion.

Level of Performance: The percentage of secondary vocational program completers who intend to be placed in continuing education, employment, and military after graduation/completion will no be less than the statewide percentage for all secondary school completers for the same school year.

The secondary placement core indicator can be implemented year one of Perkins III.

POSTSECONDARY RETENTION

Indicator: Percentage of postsecondary program enrollees with the intent of completing a program that complete the program.

Level of Performance: The percentage of program enrollees completing a program will be greater than the average percentage of program enrollees completing a program in the previous two years.

The postsecondary retention core indicator can be completely implemented by year two of Perkins III. Year one of Perkins III will have only datum from one previous year for making a level of performance comparison. A time-line for the implementation of different types of comparisons follows:

Year one: The current statewide percentage will be compared to the statewide percentage from the previous year. The criterion will be a current statewide percentage greater than the percentage for the previous year.

Year two: The current statewide percentage will be compared to the average statewide percentage for the previous two years.

POSTSECONDARY COMPLETION

Indicator: Percentage of postsecondary program enrollees that complete a postsecondary vocational program.

Level of Performance: The percentage of postsecondary program enrollees that complete a postsecondary vocational program will be greater than the average percentage of the previous two years.

The postsecondary completion core indicator can be completely implemented by year-two of Perkins III. Year-one of Perkins III will have only datum from one previous year for making a level of performance comparison. A time-line for the implementation of different types of

comparisons follows:

Year one: The current statewide percentage will be compared to the statewide percentage from the previous year. The criterion will be a current statewide percentage greater than the percentage for the previous year.

Year two: The current statewide percentage will be compared to the average statewide percentage for the previous two years.

POSTSECONDARY EMPLOYMENT

Indicator: Percentage of postsecondary program completers placed in employment within one year of graduation/completion.

Level of Performance: The percentage of program completers placed in employment within one year of graduation/completion will not be less than the percentage of completers placed the previous year.

The postsecondary employment core indicator can be completely implemented by year-two of Perkins III. Year-one of Perkins III will not have any datum from the previous year for making a level of performance comparison. A time-line for the implementation of different types of comparisons follows:

Year one: Year one is a base-line data year. The current statewide percentage of completers employed cannot be compared to a previous statewide percentage.

Year two: The current statewide percentage of completers employed will be compared to the statewide percentage for the previous year.

Perkins III Required Core Indicator 4: “Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.” [Sec. 113(b)(2)(A)(iv)]

SECONDARY PARTICIPATION IN NONTRADITIONAL PROGRAMS

Indicator: Percentage of under-represented gender secondary students participating in vocational programs leading to employment in occupations nontraditional for their gender.

Level of Performance: The percentage of under-represented gender secondary students in vocational programs leading to nontraditional occupations for that gender will not be less than the average percentage of under-represented gender participants in the previous two years.

The secondary participation in training programs for nontraditional occupations core

indicator can be completely implemented year-one of Perkins III. The actual number of occupational program areas considered in the participation calculations may vary from year to year because of enrollment variations.

POSTSECONDARY PARTICIPATION IN NONTRADITIONAL PROGRAMS

Indicator: Percentage of under-represented gender postsecondary vocational students participating in vocational programs leading to employment in occupations nontraditional for their gender.

Level of Performance: The percentage of under-represented gender postsecondary students in vocational programs leading to nontraditional occupations for that gender will not be less than the average percentage of under-represented gender participants in the previous two years.

The postsecondary participation in training programs for nontraditional occupations core indicator can be completely implemented by year-two of Perkins III. The actual number of occupational program areas considered in the participation calculations may vary from year-to-year because of enrollment variations. Year-one of Perkins III will have only datum from one previous year for making a level of performance comparison. A time-line for the implementation of different types of comparisons follows:

Year one: The current statewide percentage will be compared to the statewide percentage from the previous year. The criterion is a current statewide percentage greater than the percentage for the previous year.

Year two: The current statewide percentage will be compared to the average statewide percentage for the previous two years.

SECONDARY COMPLETION OF NONTRADITIONAL PROGRAMS

Indicator: Percentage of under-represented gender secondary students completing vocational programs leading to employment in occupations nontraditional for their gender.

Level of Performance: The percentage of under-represented gender secondary students completing vocational programs leading to nontraditional occupations for that gender will not be less than the average percentage of under-represented gender completers for the previous two years.

The secondary completion for programs in nontraditional occupations core indicator can be completely implemented year-one of Perkins III.

POSTSECONDARY COMPLETION OF NONTRADITIONAL PROGRAMS

Indicator: Percentage of under-represented gender postsecondary vocational students completing vocational programs leading to employment in occupations nontraditional for their gender.

Level of Performance: The percentage of under-represented gender postsecondary vocational students completing vocational programs leading to nontraditional occupations for that gender will not be less than the average percentage of under-represented gender completers for the previous two years.

The postsecondary completion for programs in nontraditional occupations core indicator can be completely implemented by year two of Perkins III. Year-one of Perkins III will have only datum from one previous year for making a level of performance comparison. A timeline for the implementation of different types of comparisons follows:

Year one: The current statewide percentage will be compared to the statewide percentage from the previous year. The criterion is a current statewide percentage greater than the percentage for the previous year.

Year two: The current statewide percentage will be compared to the average statewide percentage for the previous two years.

A.3. Annual evaluation of effectiveness of programs and how nonduplication with other Federal programs is assured. [Sec. 122(c)(6)]

Annual evaluation. The State will continue to use the current Perkins II evaluation process, with appropriate modifications. Each eligible recipient is asked to describe the process that will be used to independently evaluate and continuously improve its performance. Sec 134 (b)(6).

The assigned consultant will work with any eligible recipient identifying deficiencies needing to be addressed through assisting in developing a modification to the approved local plan. When several recipients have the same deficiency, State wide staff development activities may be provided.

The self-evaluation process will be reinforced by the continued Perkins Monitoring process. In the monitoring process, consultants complete a worksheet that verifies the recipient's progress toward attaining its goals and implementing the activities and budgets identified in the approved local plan. Any items not following the approved plan are to be responded to and corrected during the local plan year. If necessary, a modified approval may be requested and approved.

Nonduplication of programs. Because the community colleges are active partners in Iowa's delivery of workforce development services, duplication of services provided by other federal programs is easily apparent and remedied. Employment and training programs funded for welfare recipients are also operated by the workforce development centers, so the potential problem of duplication of these services is also easily addressed. At the both the secondary and postsecondary levels, processes are in place through the Regional Planning Boards or the program approval process to assure that unnecessary duplication of program offerings is avoided.

A.4. How data on vocational students will be reported in order to adequately measure the progress of students, including special populations [Sec. 122(c)(12)]

In an attempt to utilize existing data to assist in developing performance measures the following issues emerged:

- Iowa is the only state not developing state standards in any academic subject, though not all states have developed such standards.
- The statewide data collection system for K-12, Project Easier, now collects uniform data on individual students in school districts participating in a pilot project. Because of the lack of uniformity in local or area software data programs and the labor-intensive nature of keying in all of the information on each element, the project is moving more slowly than the projected 2000 completion date.
- The Statewide Basic Educational Data System collects data on enrollment on individual courses, but does not identify student programs. The collection system will not identify if a student has completed other vocational courses in a program, or if this is a student's first enrollment.
- The CE4 vocational education data collection system could be continued and expanded. This system requires a separate data collection for targeting Carl Perkins funds for specific program improvement and for schools which are offering state board approved programs. The system is outdated and requires a full-time staff person be dedicated to its operation.
- The community college management information system is under construction. Student enrollment will be collected by courses, not programs. Data will be available on students attaining a certificate, diploma, placement degree, or completing their goals.
- Vocational technical programs are based on business and industry standards; employment in the program's occupational areas may require specific licensure exams. Currently, examination licensure results are only reported in some of the health occupation areas.
- The state of Iowa requires that all vocational programs be competency based and validated by business and industry. There is no uniform assessment for vocational skill attainment.
- There is also no uniform academic skill attainment measure for postsecondary students.
- Currently there is not a collection system that designates tech prep students from vocational students.

- The current year-end reporting data collection for Carl Perkins relies totally upon local assessments, locally determined performance levels, and locally identified methodology. This is consistent with the “local control” philosophy in Iowa. Locally normed assessments are utilized to establish local performance levels.

Data is reported to students at the local level by the institution collecting the information. Data will be reported from collection systems identified within the state data collection system. These systems have been developed with technical assistance and field input. Trial pilots will be carried out on the systems.

A.5. Ensuring that data reported to the State and to the Secretary of Education are complete, accurate, and reliable [Sec. 122(c)(20)]

Several steps are taken to ensure that the data reported from local educational agencies and other eligible institutions under Perkins III are complete, accurate, and reliable. First the eligible recipients are made aware of the need through the Assurance / Agreements section of the local Application. All data forms submitted to the State Board carry a certification that the “data is true and correct” signed by an authorized official. Accuracy is a component of the annual audit that is reviewed by the Department of Education Fiscal Control Section and by the Bureau. Additionally, the on-site monitoring and desk audits will review the approved budget and the actual expenditures. An audit of enrollment data is a required component of the institutions annual audit.

A.6. Common data collection and reporting for Workforce Investment Act and Vocational Education activities [Sec. 122(c)(21)]

Currently, there is no common collection system that can interface data from the secondary and postsecondary vocational education systems and the workforce development collection system. The Department of Education and Iowa Workforce Development are continuing to study the potential for such a system. Data from one system can be shared with another agency, taking into consideration student privacy rights.

In an effort to assure that the measurements for core indicators for Perkins III and the Workforce Investment Act reinforce common goals for the state of Iowa, a work group of individuals from the two agencies are specifically meeting to address core indicators and their measurement.

Section IV

SPECIAL POPULATIONS AND OTHER GROUPS

Under the Carl D. Perkins Vocational and Technical Education Act of 1998, the definition of “special populations” is as follows:

The term “special populations” means—

- (A) individuals with disabilities**
- (B) individuals from economically disadvantaged families, including foster children**
- (C) individuals preparing for nontraditional training and employment**
- (D) single parents, including single pregnant women**
- (E) displaced homemakers; and**
- (F) individuals with other barriers to educational achievement, including individuals with limited English proficiency.**

While the following responses do not address each of these groups individually, recipients of Perkins III funds are required to meet the requirements of the law with regard to each of the special populations groups. Data on vocational and technical education programs must be disaggregated by special population groups and reported on for each of the required core indicators identified in this State Plan.

In addition, information must be provided to the State that will form a base to report to the Secretary of Education on the progress made by members of special populations in achieving the adjusted state levels for performance measures.

The Bureau of Technical and Vocational Education will work with Perkins grantees to assist them in meeting the needs of special populations.

A.1. Description of Program Strategies for Special Populations [Sec. 122(c)(7)]

1. Potential State Level Activities:

- Assign a consultant at the state level to work with both secondary and postsecondary nontraditional programs and employment.
- Provide inservice for state staff so that they can provide greater and consistent assistance to the local level concerning the core indicators of performance, special populations and how performance levels will be reported, and what strategies may make a difference. This will assure a consistent message to the field about expectations from the state.
- Provide more consultant assistance to teachers and curriculum staff at the local level to discuss the issues and provide technical assistance.

- Provide inservice of LEAs and community colleges by institutional size to address issues of mutual concern and share ideas on serving special populations.
- Bring consortium and local directors together with the state consultant on a regular basis so that there is greater sharing regarding successful strategies for serving special populations.
- Develop a resource guide of strategies on how to effectively serve special populations, including definitions.
- Continue to emphasize collaboration between secondary and postsecondary education, including the importance of helping special population students transition between secondary and postsecondary education. (The transition issue is important for all students. Often both secondary and postsecondary institutions identify plans for helping transition students, but without actual planning together. The state can encourage such planning.)

3. Potential Regional Level Activities:

- Encourage Area Education Agencies to identify vocational education consultants to assist local schools in both their vocational programs and in serving special populations.
- Promote development of student individualized career planning with parent/significant adult input.
- Recommend that community colleges continue Iowa New Choices programs serving single parents, displaced homemakers, and single pregnant women, with increasing the emphasis on nontraditional occupations.

4. Potential Local Level Activities:

- Clarify in the local application that, though meeting the needs of special populations is not the focus of the planning process, each applicant will be accountable for achievement by special populations in the measures and standards. Local recipients must develop an improvement plan if they fail to meet the adjusted state standards, including those for special populations.
- Encourage vocational educators to visit business and industry to stay current with changes in the work place. A result would be greater ability to assist special populations in understanding the expectations of employers.

A.2. Describe how equity access will be provided to members of special populations under Perkins III. [Sec. 122(c)(8)(A)]

Local applicants will be required to provide assurances that they will not discriminate and must also provide information regarding how equal access will be achieved. To assist in this, examples of strategies that promote nondiscrimination will be provided by the State. Because of the change in definition of special populations, efforts will be made to include the entire list in publications in order to assure that ALL special populations receive appropriate assistance.

A.3. Describe how members of special populations will not be discriminated against because of their status as special populations. [Sec. 122 (c)(8)(B)]

Eligible recipients will sign an assurance that special populations will not be discriminated against on the basis of their status as members of special populations. Professional development activities provided by the Department of Education and other agencies will assist recipients of Perkins funds to develop strategies to assure nondiscrimination.

A.4. Provision of Programs designed to enable Special Populations meet or exceed the State adjusted levels of Performance and prepare them for further learning and high skill, high wage careers. [Sec. 122(c)(8)(C)]

The local application will require local recipients to describe how programs will be designed to assist special populations meet or exceed the levels. State staff will participate in staff development activities on assisting special population students in order to provide technical assistance to eligible recipients.

The local application guidelines will also explain the ramifications to local recipients and to the state of not meeting or exceeding the state levels of performance. To provide assistance to local recipients, the State Department of Education will develop suggestions on how to identify high skill and high wage occupations and how to assist students to obtain employment or further education.

A.5. How the needs of students in alternative education programs will be addressed, if appropriate [Sec. 122(c)(13)]

The Local Application Guidelines will include information regarding the manner in which students in alternative education programs may be served. Alternative education programs include programs developed by secondary districts, consortia of schools, or in conjunction with community colleges designed to meet the needs of students not successfully participating in the traditional education delivery system.

Eligible recipients will determine how the needs of students in alternative education programs will be addressed. In addition to provision of vocational and technical education programs, guidance and counseling and support services may be provided.

A.6. Describe how funds will be used to promote preparation for nontraditional training and employment [Sec. 122(c)(17)]

Through the use of federal funds, the State will promote preparation for nontraditional training and employment in the following ways:

Potential State Level Activities :

- assign a consultant to work specifically on promotion of nontraditional training and employment
- professional staff development activities for Bureau of Technical and Vocational Education staff in order that they may assist eligible recipients in promoting nontraditional training and employment
- continuation of partnerships with Iowa Workforce Development, the Department of Human Services, and the Iowa Commission on the Status of Women to promote nontraditional employment and training in all systems providing education and training for employment
- consider continuation of an annual equity conference, with a strong focus on nontraditional training and employment
- consider continuing to provide access to the resources of the Gender Equity Resource Center, including videos, curricula, posters, and books, in order that eligible recipients have assistance in their efforts to promote nontraditional occupations
- promotion of pre-vocational training models that engage girls and women in considering nontraditional occupations, including provision of technical assistance to community colleges in setting up programs that address barriers such as lack of knowledge regarding opportunities, lack of hands-on experience, low math skills, unwelcome atmosphere in nontraditional program areas, program scheduling, etc., that often prevent women from entering and completing nontraditional programs.
- provision of information to guidance counselors and other individuals regarding the value of nontraditional occupations and strategies to promote them with students and parents at the local level, including media promotion of nontraditional employment
- identifying and sharing information about successful short-term nontraditional vocational and technical programs that could provide individuals on welfare – with limited time for education and training – with initial skills to enter nontraditional employment

Potential Local and Regional Level Activities:

- identifying in the local application the way in which funds will be used to promote nontraditional occupations
- establishing requirements in application guidelines for Tech Prep consortia that consortium activities will include promotion of nontraditional occupations and will describe the strategies to be used in meeting the needs of students who are members of special populations
- State staff assistance in developing strategies to promote nontraditional occupations
- special efforts by Vocational Student Organizations to increase the involvement of students who are members of special populations in their activities

A.7. Description of how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(18)]

An amount not to exceed \$100,000 will be available to serve individuals in State correctional institutions, both those serving youth and those serving adults. The funds available will be utilized to provide services to individuals who choose to enroll in vocational and technical programs as described in Section 2 of the Perkins Act. Funding amount will be determined yearly.

State correctional institutions seeking the use of funds will submit an application responding to the requirements of the Perkins Act in the same manner as applicants applying for basic grant funds under Section 134 of the Act. In addition, institutions utilizing these federal funds will be responsible for maintaining and reporting data on the same core measures as all Perkins funded activities.

Allocation of the available funds will be based on each eligible correctional institution's relative portion of contact hours for students in vocational and technical programs. Each institution will then complete an individual application.

Section V

TECH PREP

A. Program Requirements

A.1. Tech Prep Consortium Articulation Agreement [Sec.204(c)(1)]

A consortium must be formed as a condition of receiving Tech Prep funds. In Iowa, funds are allocated to each of the 15 educational areas of the state. Membership in a regional consortium must include the Area Education Agency, community college, and K-12 districts. A second requirement is that all local education agencies in the area must be invited and encouraged to be members of the Tech Prep consortium. An agreement articulating the responsibilities of the consortium for establishing and operating tech prep programs will be signed by the superintendent of each secondary district participating, as well as by an official representative of other members of the consortium. Secondary districts choosing not to participate in the consortium must sign an affidavit to that effect.

To receive the allocation, each of the merged areas will be required to have a regional board made up of representatives of the following groups: the education agencies listed above, parents, business, industry, labor, workforce development, economic development and chambers of commerce. Additional members may be added to this list. Minutes of meetings must be distributed to all participating school districts and the community college in the consortium. Governance rules are to be established for each consortium, including established meeting dates, length of terms on the board, officer duties, meeting rules, and other rules identified by the consortium.

The regional board will develop a plan and direct the implementation of the consortium activities. All program elements defined in the Tech Prep section of the Carl Perkins Act of 1998 will be included in work of the consortium.

A.2. Tech Prep Program Structure (at least 2 year of secondary and 2 years of postsecondary with core elements, including technology) [Sec. 204(c)(2)]

In the implementation of the Carl D. Perkins Vocational and Technical Education Act of 1998, each consortium will develop and implement Tech Prep Programs that include at least two years of secondary school and two or more years of higher education. Tech Prep programs may also be designed with registered apprenticeship programs and must include at least two years at the secondary level and an apprenticeship of at least two years.

In order to establish 2 + 2 Tech Prep programs, consortia will seek input from secondary education, higher education, labor organizations in the related field, and business and industry. The established programs will contain a common core of required proficiency in

mathematics, science, reading, writing, communications, and technologies designed to lead to an associate degree. Technical core elements will be present in both secondary and postsecondary levels.

As a means of assuring response to the needs of business and industry, advisory committees with representation of business, industry, and labor will be established to assist with the program curriculum and help with updating programs.

Consortia will include within their plans a description of the strategies they will use and funds that will support the promotion of participation in Tech Prep programs that are nontraditional for males or females.

A major focus of implementation of Perkins III Tech Prep activities will be to move “modified” programs (those not including all of the required elements) to full Tech Prep programs as defined in the law. For purpose of identifying students participating in Tech Prep programs, only those programs meeting the full definition will submit student performance data.

A.3. How Tech Prep Programs will meet academic standards developed by the state [Sec. 204(c)(3)(A-D)]

Tech Prep Programs will help students meet high academic standards by integrating academic competencies into the vocational and technical curricula; providing learning experiences that challenge students to high levels of attainment, and using assessments to document student gain and student learning/progress.

As required by law, the measures of student achievement determined by the state will apply to students participating in tech prep programs. Only students participating in tech prep programs that contain all elements defined as part of such programs will be included in the measurement.

A.4. In-service training for teachers that addresses the concerns of Perkins III [Sec. 204(c)(4)(A-E)]

In-service training will be provided for teachers, curriculum directors and administrators in tech prep programs that address the concerns of Perkins III. These concerns include:

- developing strategies to assure that students meet high levels of achievement in academic and technical proficiencies;
- training on the use and application of technology; designed to assist students in understanding all aspects of an industry;
- promoting participation of students in programs nontraditional for their gender;
- integration of vocational and academic education; contextual learning;

- developing the technical core of tech prep programs such as biotechnology, manufacturing technologies, construction technologies;
- developing and strengthening linkages between secondary and postsecondary education;
- meeting the needs of special population students.

Training will be delivered jointly for tech prep teachers in the consortium. In addition, training will be designed to ensure that teachers and administrators stay current with the needs, expectation, and methods of business and all aspects of an industry.

A.5. Training programs for counselors that address the concerns of Perkins III [Sec. 204(c)(5)(A-E)]

Recognizing that counseling can play a major role in assisting students in making career choices, activities funded for counselor education will target both secondary and postsecondary counseling staff. Inservice for counselors will be designed to assist counselors, student services staff, and AEA personnel to:

- provide career guidance and academic counseling for students participating in vocational and technical education programs;
- provide information to students about tech prep programs;
- assist in promoting the opportunities available to individuals participating in programs nontraditional for their gender;
- provide information on employment opportunities related to tech prep programs, including through use of computer assisted career information programs such as CHOICES;
- assist students in placement in appropriate employment; and
- stay current with the needs, expectations and methods of business, and all aspects of an industry.

A.6. How funded Tech Prep Programs provide equal access to special populations [Sec. 204(c)(6)]

Iowa's Tech Prep programs will afford special population students equal access through the use of supplementary services and recruitment activities, giving the same opportunities for success to all students. Individuals of diverse backgrounds will be actively involved in the design, implementation, and evaluation of Tech Prep Programs.

Tech Prep consortia will be encouraged to actively develop and promote to students/parents a marketing/communication plan designed to reach "special populations". Special Populations are defined as: 1) individuals with disabilities, 2) individuals from economically disadvantaged families including foster children, 3) individuals preparing for nontraditional training and employment, 4) single parents, including single pregnant women, 5) displaced homemakers, and 6) individuals with other barriers to educational achievement, including

individuals with limited English proficiency. For Tech Prep purposes, the last category also includes school dropouts and adjudicated youths.

In addition, Tech Prep consortia will be encouraged to develop programs that demonstrate accessibility to special populations. A special emphasis will be placed on promoting participation in Tech Prep programs that are nontraditional for either males or females. Consortia will also collaborate with appropriate regional partners such as AEA's, community colleges, Economic Development, Workforce Development, Juvenile Corrections, business/industry, and labor to address the needs of special populations.

A.7. How Tech Prep Programs provide for preparatory services that assist participants in tech prep programs [Sec. 204(c)(7)]

Preparatory services designed to assist participants or potential enrollees in tech prep programs will be provided from grades 7 through 14. Because of the importance of providing background information for 7th and 8th graders, consortia will implement exploration activities that engage students prior to their actual enrollment in tech prep programs. This may include career awareness programs and use of the Choices career information system.

In addition, consortia will be encouraged to develop appropriate and relevant employment career plans for each individual student that incorporate activities such as; personal counseling, assessment, work-based learning experiences, career education plan, and career advising.

B. Administrative Requirements

B.1. Formula Used to Award Grants to Tech Prep Consortia [Sec. 204(a)(1)]

Each of the 15 area consortia of the state will receive a basic allocation of \$50,000. The balance awarded to each consortium will be based on the number of local education agencies in the area that choose to participate in the consortium. Superintendents of all secondary districts in each area must sign an affidavit regarding their choice to participate in the consortium. Eighty percent (80%) of the Tech Prep funds will be awarded to consortia in this manner. As a requirement of receiving the grant, a minimum of 10% of the total allocation must be used for the development of new Tech Prep programs.

The remainder of the allocation will be reserved at the State level for statewide activities. Recognizing the significance of the Tech Prep initiative to vocational education, the Department will continue its role in providing leadership efforts to promote Tech Prep during the next five years. Statewide leadership may include activities such as support of incentive grants, a statewide conference, applied academic workshops, development and

distribution of curriculum, marketing and promotion, and other activities deemed appropriate.

Evaluation of Tech Prep consortia activities will include measurement of the increases in establishment of full Tech Prep programs within a region. Where little progress is shown, the State reserves the right to reduce the allocation to the consortium and distribute funds to other consortia as a means to effectively develop Tech Prep programs.

B.2. Special Consideration to Applications addressing the following areas:

- effective employment placement activities or linkage to baccalaureate degree programs
- address effectively issues of school dropout prevention and reentry and the needs of special populations
- development in consultation with business, industry, higher education, and labor
- provision of education and training in skills and areas with significant workforce shortages, including the information technology industry
- demonstrate how tech prep programs will help students meet high academic and employment competencies [Sec. 205(d)(1-5)]

Because funding of consortia is awarded through an allocation process rather than a competitive grant, all consortia will be asked to address each of the five items in Sec. 205(d) in their local application. As noted earlier, a consortium must be formed for each merged area and must include the AEA, community college, and must invite and encourage all LEAs in the area to be members of the Tech Prep consortium. The advisory boards must include verifiable specified representation of members of at least the following groups: the education agencies listed above, parents, business, industry, labor, workforce development, economic development and chambers of commerce.

The application will also require consortia to provide the following information:

- A list of the consortium membership, including a sign-off from superintendents regarding their desire to participate in the consortium
- A description of the specific 2 + 2 Tech Prep programs that will be supported through the work of the consortium, with specific information regarding schools and colleges participating in each Tech Prep program
- A list specific activities that may be funded
- Identification of how the activities specified in section 204 will be implemented
- A list of evidence of success in established programs
- A description of the strategies designed to promote nontraditional occupations
- Identification of how input and involvement of business, industry, and labor will characterize the design, implementation and evaluation of Tech Prep programs
- An assurance that Iowa HF2272 development standards and benchmarks will be implemented within tech prep curricula
- A description of how SCANS and the Iowa Association of Business/Industry

developed skill standards representing the necessary academic and employability skills will be integrated in all plans.

B.3. Ensuring an equitable distribution of assistance between rural and urban consortium participants [Sec. 205(e)]

Because of the method of allocation, all consortia are provided with equal opportunity to develop tech prep programs in their area. Within the consortia, funds are used to serve both rural and urban members in an equitable manner.

B.4. Evaluation of Tech Prep Programs using Perkins Core Indicators and levels of performance [Sec.114(c)(3)(B)(1)(v)(I)]

As required by Perkins III, data on all 2 + 2 Tech Prep program students will be provided using the Perkins III core indicators and the measures and levels of performance determined by the state in consultation with the U.S. Department of Education. Data will include information regarding the participation of each category of special population.

Year-end reporting requirements will request the grade level of each student participating in a 2 + 2 Tech Prep program.

B.5. How data will be collected to address the reporting requirements in Perkins III. [Sec. 206]

Annually each Tech Prep consortium will report to the state on the data required by the local application and the activities of the consortium. The Iowa Department of Education will prepare a report reflecting the manner in which grant funds have achieved the purposes of the Perkins III Tech Prep Act. Included in the report will be an identification of the grants awarded and their amounts.

Section VI

FINANCIAL REQUIREMENTS

A. Assurances

A.1. State Board Compliance Assurance regarding requirements of Title I and the provisions of the State Plan [Sec. 122(c)(10)]

The State Board will comply with the requirements of Title I and the provisions of the State plan, including the provisions of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs.

A.2. State Board Assurance regarding acquiring of Equipment [Sec. 1229C)(11]

The State Board assures that none of the funds expended under Title I will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate of such an organization.

B. Required Descriptions

B.1. How Funds will be allocated between Secondary School Vocational and Technical Education and Postsecondary Vocational and Technical Education, including the rational for the allocation. [Sec. 122(c)(4)(A)]

Based on input from a taskforce composed of administrators of secondary school districts and community colleges, three factors were selected to be utilized to determine the distribution funds received through Section 112 (1)(a) to the two sectors. The factors give consideration to the enrollments in vocational programs in each of the sectors, the costs incurred by each sector to operate the programs, and the factors (population data) utilized by the U.S. Department of Education to distribute Vocational and Technical Education Assistance to the States. These factors were selected because together they provide a means to give full consideration to the comprehensive nature of vocational-technical educational programs delivered by the two sectors when distributing the funds between the sectors. The use of these factors also allow the state to recognize the needs of both sectors and needed investment of additional resources in both sectors to enable the achievement of the state's vision for its Vocational-Technical Education system.

The distribution of funds between the two sectors will be based on the following formula:

- One-third (1/3) of the funds will be distributed based upon the proportional share of the total contact hours generated by the vocational technical education programs in each sector.
- One-third (1/3) of the funds will be distributed based upon the proportional share of the total operation costs incurred by each sector to conduct vocational-technical education programs.
- One-third (1/3) of the funds will be distributed based upon the federal method of calculating each state's share of the total federal appropriation. The portion of funds that have awarded to state for the population group for ages 15-19 will be awarded to the secondary sector and the balance of the funds will be awarded the post-secondary sector.

Based on formula described above, the 56% of the funds received in Section 112(1)(a) will be distributed to the secondary sector and 44% of the funds will be distributed to the post-secondary sector.

B.2. Description of how funds will be allocated to consortia formed among secondary schools and to other eligible institutions, how funds will be allocated within consortia, and the rationale for allocation of funds among members of consortia [Sec. 122(c)(4)(B)]

For FY 2000, the State of Iowa will allocate funds to consortia formed among secondary schools and to other eligible local education agencies using the following formula:

I. Part I: Title I of ESEA, Section 1005

70% of the funds allocated to each Local Educational Agency is based on the same relationship (%) such LEA was allocated in the preceding fiscal year through Title I of ESEA, Section 1005.

The allocations for the preceding year for each LEA are available from the administrative assistant for Chapter I.

Utilize the allocations to determine the percentage of state's Chapter I funds that were allocated to each LEA and then utilize that calculation to determine the LEA portion of 70 % the II C funds.

II. Part II: Education of the Handicapped Act

20% of the funds allocated to each LEA is based on the number of students with handicaps who have individualized education programs under section 614(a)(5) of the Education of the Handicapped Act served by the district in the preceding fiscal year.

To calculate these amounts for each LEA utilize the Department's December IDEA report for the preceding fiscal year. This data file is available from the administrative assistant in the Bureau of Special Education.

The data obtained from the file will need to be limits placed upon to insure that it includes only the students those receiving services in the district. The number of students also need to be limited to those that are at least 3 years of age and are not older than age 21 on September 15th per the IDEA December enrollment report. (References: Chapter 282.3, Code of Iowa, & 34 CFR Ch. III, 300.750 (a) IDEA Rules & Regulations)

Utilize the number of students reported served for each district to determine the district percentage of the students served within the state. Then utilize this calculation to determine the LEA portion of 20% the II C funds.

III. Part III: Number of Students enrolled in the LEA

10% of the funds allocated to each LEA is to be based on the percent of the state's public school K-12 students and adults enrolled in training programs under the jurisdiction of K-12 districts that are in enrolled in the LEA.

Utilize the enrollment reported on the Basic Educational Data System for the preceding fiscal year. This data is available from the Bureau of Planning, Research, and Evaluation. Enrollment data for the 5 specialty schools (Iowa Training School, Iowa Juvenile home, the Iowa School for the Deaf, Iowa Braille and Sight Saving School and the Malcom Price Laboratory School will have to be incorporated into the data file

Add to each district's enrollment the number of individuals that participated in adult training programs conducted by the district. This information is available from the Bureau of Technical and Vocational Education CE-4 system.

Utilize the sum of district's K-12 enrollment and adults enrolled in training programs under the jurisdiction of district to determine the percentage of the state's students enrolled in the district. Then utilize this calculation to determine the portion of 10% the II C funds to be allocated to the LEA.

IV. Total Allocation.

Obtain a list of districts that will operate during the fiscal year for which the allocation is being developed from the Division of Financial and Information Service's Budgeting and Finance Team. Compare this list of districts that the three data files were developed to determine which if any elements need to be

combined to accommodate the development of allocations for districts that have been merged since the data was collected.

Then add the allocations from part I, part II, and part III to determine the total allocation for each LEA. Allocation tables should then be printed in country/district order documenting the data utilized to develop each portion of the allocation. Summary tables should also be developed for each merged area that list the total allocation for each district in the area by county/district order and the total amount allocated to districts in the merged area.

Rational for Allocation of Funds among Members of a Consortium

Funds distributed to a consortium must be used to benefit all members. As required by Perkins III, funds may not be returned to a member of the consortium based upon their contribution to the total consortium allocation. Decisions about fund distribution to members of the consortium will be made based upon a plan all members of the consortium develop.

Formula for Distribution of Funds for Post-secondary Vocational and Technical Education Programs:

Each Community College or consortium of community colleges will be allocated an amount that bears the same relationship to the portion of funds made available under section 112(a)(1) for the post-secondary sector as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indians Affairs enrolled in vocational-technical or college parallel/career option programs. Funds made available for a given fiscal year will be allocated base on the sum of the number of such recipients enrolled in such programs in the preceding fiscal year.

A consortium of community colleges will be required to operate joint projects that provide services to all post-secondary institutions participating in the consortium and mutually beneficial to all members of the consortium. Such funds will not be reallocated to individual members of the consortium for purposes of programs benefiting only one member of consortium. Consortia will also be required to describe in their application for funds the process that they will utilize to allocate funds within the consortium.

Section VII

EDGAR CERTIFICATION

The Iowa Department of Education of the State of Iowa hereby submits its five-year state plan for the implementation of the Carl D. Perkins Vocational and Technical Education Act of 1998. The Iowa Department of Education assures that this plan, which serves as an agreement between State and Federal Governments under the Perkins Act of 1998, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances:

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan
- (4) All provisions of the plan are consistent with State law.
- (5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan has adopted or otherwise formally approved the plan.
- (8) The plan is the basis for State operation and administration of the program
- (9) A copy of the State plan was submitted into the State Intergovernmental Review Process.

Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319

By: _____

Director, Department of Education

Date: March 19, 1999

APPENDIX A

Public Hearing ICN Meeting Sites
Public Hearing Minutes
Summary of Written Comments

APPENDIX B

Consultation Team Membership

APPENDIX C

Iowa Department of Education Table of Organization

APPENDIX D

Iowa Career Pathways Model

APPENDIX E

Five-Year Local Plan and Consultant Approval Review Form